



# Instructional Design Summer 2013 Glenn Mason

**EDT 400 Instructional Design: Fridays, 11:00 a.m. – 1:50 p.m., Room 302 HB**

## *Course Identification*

Course Title: Instructional Design

Course Number: EDT400

School: Central Connecticut State University (CCSU)

Number of Credits: 3

Certificate name: Certificate in Educational Technology

Number of Contact Hours: 6

## *Prerequisites*

Demonstrated competency through appropriate pretest assessment; simple pass/fail score. Admission into the program is required.

## *Certification Timeline*

Spring Year 1	Summer Year 1	August Year 1	Fall Year 1	Winter Year 1	Spring Year 2	Summer Year 2
<b>Pretest</b> Students can pass pretest or take online course to cover all prerequisites	<b>Design</b> Students will learn Instructional Design Planning  you are here	<b>Production</b>	<b>Skill Base</b> Students will learn online learning and 5 methods of production including: text, graphics, audio, video and animation as well as assessment	<b>Production</b>	<b>Production</b> The period between summer and fall (August), the winter term and the spring students will be involved in social networking and personal learning networks. Student's mentor will guide student through these periods via online chats and open labs. Mentor will be reviewing students ID Plan for a personal project. In Spring student will build the personal project using tools learned in Production I.	<b>Specialty</b> Students will be exposed to emerging educational technologies that they can integrate into their curriculum without development efforts. Guest speakers. Final project will be a showcase of student work.
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	ID Plan for personal project, Level 1 flowchart, Level 2 flowchart	Active participation with mentor through social network and on design plan and Level 1 flowchart for personal project	Sample projects: text, graphics, audio, video, animation, assessment in a website for delivery	Active participation with mentor through social network and PLN. Embed media in ID Plan	Fully working online instructional unit with text, graphics, audio, video, animation and assessment delivered via a website as an LMS	Presentation. Lesson plan with integrated technologies.

## *Instructor*

Name: Glenn Mason  
Office: Barnard 302  
Office Hours: By appointment only.  
E-mail: [gmason@ccsu.edu](mailto:gmason@ccsu.edu)

About your teacher: Glenn has been teaching for 10 years at the high school level and 4 years at the college level. He has taught several introductory level technology classes to students from 8th grade to college graduate students. He holds an undergraduate degree from the University of Connecticut, a masters degree in Biblical Language and a masters degree in Education Technology from the CCSU.

### ***Course Description***

This course is designed to lay the foundation for effective instructional design (ID). Upon completion of this course, the student will be able to model effective ID principles, understand the stages of ID and develop an ID plan. In addition, the student will be comfortable in applying principles of ID to specific problems encountered in the classroom. Because this course lays a framework for ID and the use of technology, the student will demonstrate an ability to assess different technologies and how to use which them to resolve educational barriers.

In addition, by the end of this class, each student will have constructed an ID plan for a real classroom problem. This ID plan will be the basis for work in subsequent classes in the certificate program. While this class will lay the foundation for each subsequent class, each class in the program builds upon the prior class and skills learned will enable the student to create and implement their solution to the selected problem.

As stated above, this class is the first in a series of classes designed to give each student skills required to build and implement an effective instructional design for a given problem. Once the certificate is completed, the student will have acquire instructional design skills, audio/visual skills, visual design skills and assessment and implementation skills.

### ***Course Content***

This course will cover instructional design (ID); design and delivery of effective ID; developing concept maps; understanding the learner; designing for skills, knowledge and motivation; communicating objectives; visual design principles.

A detailed, week by week breakdown of the course is included in the Course Outline section below.

### ***Course Strategies***

This course will be taught primarily with lecture and classroom participation. Class projects will be used to reinforce concepts taught in the lecture. Individual as well as group projects will be used in the course as well. Students will be required to attend lab sessions but may not be required to stay for the entire class period. In addition, outside resources will be used such as text books and links. Finally, each student will be assigned a mentor that will guide them through the entire certificate program. The purpose of the mentor is offer assistance, make suggestions and assess the progress of the student through each phase of the program. Students will share/present individual work. Working in groups will also be required as part of the course. Where appropriate, classes will be recorded for student review.

### ***Required Texts, resources and Supplies***

Dirksen, Julie (2011-11-07). Design For How People Learn (Voices That Matter) Pearson Education (US). ISBN-13: 978-0-321-76843-8

CCSU Graduate Lab will be available throughout the course during class times and prearranged times as agreed upon with the instructor. In addition, the labs in Marcus White are also available.

A personal laptop or recording device will not be required for this class but is recommended.

A jump drive or cloud storage is recommended for transferring work done in class to other computers.

Links and resources for this course will be listed on the Learning Management System (Moodle, Blackboard)

You must have a valid CCSU email account.

## ***Course Policies***

**Timeliness:** All projects and assignments must be turned in on the due dates. Online assignments have time frames that must be adhered to, and in class assignments must be turned in at the beginning of class. Failure to hand in an assignment by the end of class on the due date will result in a 10% drop in project grade. For every additional day the assignment is late the grade will drop an additional 5%. No new work or revisions will be accepted after the *final class, the week before finals*.

**Attendance:** Students are expected to attend all classes in this course. Absences must be communicated to the instructor in advance. If the absence is unexpected due to an emergency, communication of the situation should be done in a timely manner.

**Snow Days:** In the event that CCSU closes the school due to snow the instructor will contact you via CCSU email that morning with instructions.

**Interaction/participation:** Students are expected to be active participants in the class in whatever media is selected by the instructor. This includes class participation, blogs, wikis or forums.

## ***Student Behavior Statement***

Students should always conduct themselves in a respectful manner. No conduct will be tolerated that might endanger or threaten anyone in the class. **Disruptive behavior, substance abuse, downgrading or disparaging remarks, and any other behavior that shows a lack of respect for the instructor or other students, will not be tolerated.** At the instructor's discretion, a student causing problems may be asked to leave the class for the session.

Student behavior is also judged according to how you use the technology and maintain a professional environment.

## ***Academic Honesty Statement***

The College is committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on projects, or other academic works is a violation of CCSU rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior.

### ***Copyright Statement***

Students shall adhere to the laws governing the use of copyrighted materials. They must ensure that their activities comply with fair use and in no way infringe on the copyright or other proprietary rights of others and that the materials used and developed at CCSU contain nothing unlawful, unethical, or libelous, and do not constitute any violation of any right of privacy.

### ***Disability Statement***

CCSU seeks to provide effective services and accommodations for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. If you will require assistance during an emergency evacuation, notify your instructor immediately. Look for evacuation procedures posted in your classrooms.

### ***Course Grading***

<b>A</b>	<b>100-93</b>
<b>A-</b>	<b>92-90</b>
<b>B+</b>	<b>92-90</b>
<b>B</b>	<b>89-87</b>
<b>B</b>	<b>86-83</b>
<b>B-</b>	<b>82-80</b>
<b>C+</b>	<b>79-77</b>
<b>C</b>	<b>76-73</b>
<b>C-</b>	<b>72-70</b>
<b>D+</b>	<b>69-67</b>
<b>D</b>	<b>66-63</b>
<b>D-</b>	<b>62-60</b>
<b>F</b>	<b>59-0</b>

Please see rubrics for each project posted to Learning Management System.

Students demonstrating a transformative or highly proficient grasp of the design principles taught in the course will receive an A for the course.

Students who demonstrate a proficient understanding of the design principles will receive a B for the course.

Students who demonstrate a beginning or developing understanding of the principles taught in the class will receive a C for the course.

Students who do not demonstrate any of the above levels of understanding will be asked to retake the course the following year and can continue the certificate program once this is completed.

Incompletes will not be given.

Certification allows only two grades of C.

## Course Rubric

Performance Indicator	Beginning 1	Developing 2	Proficient 3	Transformative 4
Demonstrate and model effective Instructional Design principles.	describe the principles of effective ID.	apply ID principles to an instructional problem.	facilitate discussion applying effective ID principles.	evaluate ID principles and engage students with effective ID.
Understand and define the stages of Instructional Design.	define the stages of ID.	apply the stages of ID to an instructional problem.	examine stages of ID and describe their importance to effective ID.	assess the different stages of ID evaluate each as it relates to effective ID.
Develop an ID plan and understand its relevance to Instructional Design.	identify all the elements of an ID plan.	discuss stages of ID plan and apply to ID.	create ID plan for a given instructional problem and discuss the relevance of each element to effective ID.	develop an ID plan that demonstrates an understanding of how all elements of ID plan work to solve an instructional problem.
Construct a concept map and understand its relevance to Instructional Design.	draw a concept map given an instructional problem.	discuss the relevance of concept map to an instructional problem.	analyze concept map and determine more effective solution to instructional problem.	design a concept map that will effectively resolve instructional problem.
Integrate concepts of Instructional Design to students specific problem.	describe the concepts of ID.	apply ID concepts to their own instructional problem.	construct well organized map for their own instructional problem.	justify the organization of the concept map that was produced for instructional problem.
Apply basic elements of visual design principles.	recall good visual design principles.	apply visual design principles to an instructional problem.	differentiate between different design principles for instructional problem.	choose appropriate visual design principles to engage students.
Design, production, evaluation of effective instruction materials using technology.	Needs support, remediation, review, does not see the big picture.	Acts somewhat independent, makes great decisions but still needs help with transferring skills, meets course requirement	Independent, fully active and makes advance decisions and generalizes beyond skills, meets course requirement and more.	Fully independent, leader, creative and decisions have broad implications, goes beyond course requirement.

## ***Projects and Assignments***

Projects and assignments for this class will center on the design of instructional material. See LMS for more detail.

<b><i>Description</i></b>	<b><i>Points</i></b>
<b><i>Project One</i></b> Develop an ID plan based on common class problem.	10%
<b><i>Project Two (Team)</i></b> Construct a concept map for common class problem.	10%
<b><i>Project Three</i></b> Develop level one and level two flowchart for class problem.	10%
<b><i>Final Project</i></b> Construct an ID plan, level one flowchart and concept map for your problem.	40%
<b><i>Participation (In Class)</i></b> Responsible participation to all class lectures and class activities. Students will be expected to complete reading and other assignments and be prepared to add insightful opinions.	15%
<b><i>Participation (Blogs, WIKI's, Forums)</i></b> Provide thoughtful answers to discussion questions and provide feedback to fellow cohorts in cert program.	15%
<b>Total Possible Points (percentage)</b>	<b>100%</b>

**Course Outline, Calendar, due dates**

<b>Date</b>	<b>Class Focus</b>	<b>Activity</b>	<b>Assignment Due</b>
Session 1	introduce instructional design and ID plan		none.
Session 2	discuss ID plan	construct ID plan	Reading assignment and blog activity.
Session 3	finish project one	Lab for project one	Reading assignment and blog activity
Session 4	understanding the learner	class activity to demonstrate principle	Project one, reading assignment and blog activity
Session 5	introduce concept map	basic concept map construction	Reading assignment and blog activity.
Session 6	finish project two, introduce level one and level two flowcharts	Lab for project two	Reading assignment and blog activity.
Session 7	communicating objectives		Project two, reading assignment and blog activity.
Session 8	design for knowledge, introduce project three		Reading assignment and blog activity.
Session 9	design for skills	Lab for project three	Reading assignment and blog activity.
Session 10	design for motivation, project three due		Project three, reading assignment and blog activity.
Session 11	Formative and summative assessments		Reading assignment and blog activity.
Session 12	application of design principles to student specific problem	Lab for final project	Reading assignment and blog activity.
Session 13	final project due	present ID plan	Final project.

